

Charles Pinckney Elementary

3300 Thomas Carlo Blvd.
Mt. Pleasant, SC 29466

Grades	K-5 Elementary School	
Enrollment	704 Students	
Principal	Leanne Sheppard	843-856-4585
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	873-760-2635

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent**Good****Average****Below Average****Unsatisfactory**

9

0

0

0

0

IMPROVEMENT RATING

GOOD

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes
2005	Excellent	Good	Yes
2006	Excellent	Good	Yes

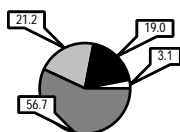
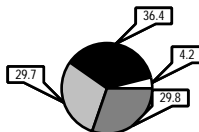
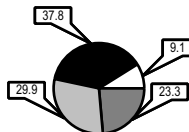
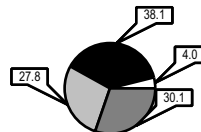
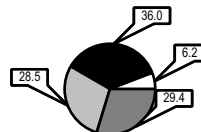
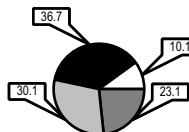
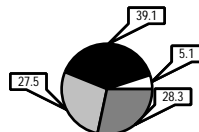
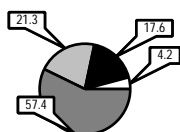
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

91.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	711	100.0	3.1	21.2	56.7	19.0	84.2	Yes	Yes
Gender									
Male	347	100.0	4.4	21.8	60.4	13.4	82.2	N/A	N/A
Female	364	100.0	2.0	20.7	53.2	24.1	85.9	N/A	N/A
Racial/Ethnic Group									
White	600	100.0	1.6	18.5	59.8	20.1	87.5	Yes	Yes
African American	75	100.0	15.7	45.7	31.4	7.1	52.9	Yes	Yes
Asian/Pacific Islander	13	100.0	0.0	18.2	45.5	36.4	90.9	I/S	I/S
Hispanic	13	100.0	9.1	9.1	54.5	27.3	90.9	I/S	I/S
American Indian/Alaskan	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	660	100.0	1.8	19.6	58.6	20.0	86.3	N/A	N/A
Disabled	51	100.0	20.8	41.7	31.3	6.3	56.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	711	100.0	3.1	21.2	56.7	19.0	84.2	N/A	N/A
English Proficiency									
Limited English Proficient	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	700	100.0	3.0	21.1	56.8	19.1	84.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	86	100.0	10.0	48.8	36.3	5.0	58.8	Yes	Yes
Full-pay meals	625	100.0	2.2	17.5	59.4	20.9	87.6	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	711	100.0	3.9	29.7	29.9	36.5	82.1	Yes	Yes
Gender									
Male	347	100.0	2.5	25.9	27.4	44.2	87.5	N/A	N/A
Female	364	100.0	5.2	33.3	32.2	29.3	77.0	N/A	N/A
Racial/Ethnic Group									
White	600	100.0	2.1	26.8	31.2	39.9	86.2	Yes	Yes
African American	75	100.0	17.1	57.1	18.6	7.1	48.6	Yes	Yes
Asian/Pacific Islander	13	100.0	9.1	27.3	9.1	54.5	72.7	I/S	I/S
Hispanic	13	100.0	9.1	18.2	54.5	18.2	81.8	I/S	I/S
American Indian/Alaskan	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	660	100.0	2.9	29.3	30.4	37.4	83.9	N/A	N/A
Disabled	51	100.0	16.7	35.4	22.9	25.0	58.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	711	100.0	3.9	29.7	29.9	36.5	82.1	N/A	N/A
English Proficiency									
Limited English Proficient	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	700	100.0	3.6	29.8	29.5	37.0	82.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	86	100.0	15.0	52.5	18.8	13.8	57.5	Yes	Yes
Full-pay meals	625	100.0	2.4	26.7	31.4	39.6	85.4	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	711	100.0	9.0	29.9	23.3	37.8	61.1
Gender							
Male	347	100.0	7.5	26.8	20.9	44.9	65.7
Female	364	100.0	10.3	32.8	25.6	31.3	56.9
Racial/Ethnic Group							
White	600	100.0	6.2	28.7	24.2	40.9	65.1
African American	75	100.0	32.9	45.7	11.4	10.0	21.4
Asian/Pacific Islander	13	100.0	0.0	18.2	27.3	54.5	81.8
Hispanic	13	100.0	9.1	9.1	45.5	36.4	81.8
American Indian/Alaskan	8	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	660	100.0	7.6	29.5	23.7	39.3	63.0
Disabled	51	100.0	27.1	35.4	18.8	18.8	37.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	711	100.0	9.0	29.9	23.3	37.8	61.1
English Proficiency							
Limited English Proficient	11	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	700	100.0	8.9	30.0	22.9	38.2	61.1
Socio-Economic Status							
Subsidized meals	86	100.0	32.5	37.5	20.0	10.0	30.0
Full-pay meals	625	100.0	5.8	28.9	23.8	41.6	65.4

Social Studies							
All Students	711	100.0	3.9	27.8	30.2	38.1	68.3
Gender							
Male	347	100.0	2.5	22.4	29.0	46.1	75.1
Female	364	100.0	5.2	32.8	31.3	30.7	62.1
Racial/Ethnic Group							
White	600	100.0	2.1	26.3	30.0	41.6	71.6
African American	75	100.0	18.6	44.3	25.7	11.4	37.1
Asian/Pacific Islander	13	100.0	0.0	18.2	45.5	36.4	81.8
Hispanic	13	100.0	9.1	9.1	36.4	45.5	81.8
American Indian/Alaskan	8	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	660	100.0	3.4	26.6	30.4	39.6	70.0
Disabled	51	100.0	10.4	43.8	27.1	18.8	45.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	711	100.0	3.9	27.8	30.2	38.1	68.3
English Proficiency							
Limited English Proficient	11	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	700	100.0	3.8	27.6	30.5	38.2	68.6
Socio-Economic Status							
Subsidized meals	86	100.0	15.0	46.3	21.3	17.5	38.8
Full-pay meals	625	100.0	2.4	25.3	31.4	40.9	72.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	236	99.6	2.3	13.5	69.4	14.9	84.2
	4	238	100.0	4.9	24.6	58.5	12.1	70.5
	5	245	100.0	8.0	31.6	54.9	5.5	60.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	228	100.0	3.3	17.5	50.9	28.3	79.2
	4	247	100.0	3.0	17.8	59.7	19.5	79.2
	5	236	100.0	3.2	28.5	58.8	9.5	68.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	236	99.6	4.1	33.8	37.4	24.8	62.2
	4	238	100.0	4.0	25.0	38.8	32.1	71.0
	5	245	100.0	5.9	33.3	26.6	34.2	60.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	228	100.0	2.4	35.8	35.8	25.9	61.8
	4	247	100.0	2.5	23.3	28.4	45.8	74.2
	5	236	100.0	6.8	30.8	25.8	36.7	62.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	236	99.6	9.5	33.3	34.7	22.5	57.2
	4	238	100.0	9.4	28.1	29.0	33.5	62.5
	5	245	100.0	13.1	23.6	23.6	39.7	63.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	228	100.0	8.5	39.2	28.8	23.6	52.4
	4	247	100.0	5.5	17.4	24.6	52.5	77.1
	5	236	100.0	13.1	34.4	16.7	35.7	52.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	236	99.6	2.7	26.6	37.8	32.9	70.7
	4	238	100.0	1.3	18.8	31.7	48.2	79.9
	5	245	100.0	9.3	24.9	29.1	36.7	65.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	228	100.0	2.8	22.2	43.4	31.6	75.0
	4	247	100.0	3.0	22.9	28.8	45.3	74.2
	5	236	100.0	5.9	38.5	19.0	36.7	55.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 704)				
First graders who attended full-day kindergarten	N/R	N/A	98.2%	100.0%
Retention rate	0.1%	Down from 1.8%	1.3%	2.8%
Attendance rate	96.6%	Up from 96.3%	97.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	32.3%	Down from 34.3%	35.0%	10.4%
On academic plans	13.6%	N/AV	13.6%	33.6%
On academic probation	2.5%	N/AV	1.3%	1.0%
With disabilities other than speech	5.7%	Up from 4.5%	4.8%	7.5%
Older than usual for grade	0.1%	Down from 0.2%	0.1%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 44)				
Teachers with advanced degrees	40.9%	Up from 37.8%	61.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	1.7%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 2.5%	0.0%	0.0%
Teachers returning from previous year	73.6%	Down from 88.5%	88.7%	87.3%
Teacher attendance rate	95.3%	Up from 94.1%	95.3%	94.9%
Average teacher salary	\$39,148	Down 3.5%	\$44,521	\$42,485
Prof. development days/teacher	10.2 days	Down from 16.2 days	11.1 days	13.3 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	24.6 to 1	Up from 20.4 to 1	20.6 to 1	18.6 to 1
Prime instructional time	90.6%	Up from 90.2%	90.6%	89.7%
Dollars spent per pupil*	\$5,045	Up 14.8%	\$6,192	\$6,557
Percent of expenditures for teacher salaries*	67.6%	Down from 72.6%	67.9%	64.0%
Percent of expenditures for instruction*	71.4%		70.0%	69.1%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At Charles Pinckney Elementary, we are committed to providing each student with an extensive range of educational opportunities in a nurturing environment. As a result of our rigorous instruction and quality programs, we have celebrated a number of successes. For example, we met the requirements in all 21 target areas to satisfy Adequate Yearly Progress as defined by No Child Left Behind legislation. Pinckney was once again recognized as a recipient of the HUG award from the State Department of Education, signifying that we continue to close the achievement gap between high and low achieving students. A major factor in ensuring student success is providing an excellent master teacher in each of our classrooms. We are proud to announce that eleven of our teachers have earned the prestigious honor of National Board Certification.

As our school report card reflects, we have once again received an Excellent rating and the Palmetto Gold School Award. We believe that our success is directly related to the variety of educational experiences that we provide for our students. Our family Math and Reading Nights are annual events that offer opportunities for parents, students, and teachers to collaborate on instructional practices and strategies. Our Science Fair process encourages students to put their science inquiry skills to work and to create their own projects to showcase at the Science Fair. We also initiated a Parents' Night, which was an evening designed to share learning strategies and tips with parents.

In addition to our strong commitment toward instruction in the core subject areas (math, language arts, science, and social studies), students at Charles Pinckney Elementary School are also provided with outstanding experiences in the arts. The chorus, orchestra, and drama troupe The Pinckney Players regularly perform for students, parents, and the community. At the end of each school year, we host Pinckney Palooza, a weeklong festival of the arts. This festival features professional artists and performers and serves as a great kickoff to Charleston's Spoleto Festival. We also offer WCPE, our student-produced morning news show, and the Pinckney Tennis Team as additional opportunities for student involvement.

We believe that our continued success is due to the partnerships of our faculty, students, parents, community members and local businesses. Our PTA organizes fundraisers, educational programs and social events throughout the year. This collective effort results in Charles Pinckney Elementary School Lighting the Way to Learning for all of our students.

Leanne Sheppard, Principal
Courtney Somers, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	45	232	114
Percent satisfied with learning environment	100.0%	93.8%	98.2%
Percent satisfied with social and physical environment	100.0%	93.9%	98.2%
Percent satisfied with school-home relations	100.0%	94.7%	98.2%

*Only students at the highest elementary school grade level at this school and their parents were included.